Wiki assignment 4 Fatimah Washington

Problem (restated)

Children of parents who have little or no education are at a disadvantage because of insufficient help with homework. Likewise children of single parent/ multi child households suffer with low reading scores as well. Students with little or insufficient help with homework tend to have lower reading scores.

Hypothesis (restated)

A selected group of struggling readers will receive professional assistance (i.e. trained teacher) with homework for a period of three to four months with a result of improved reading scores.

4 annotations

1. Heymann, J.S., Earle, Alison. (Winter 2000). Low-Income Parents: How Do Working Conditions Affect Their Opportunity to Help School-Age Children At Risk. *American Education Research Journal*. V33. Pp 833-848

I believe this article will outline what often happens when even an educated parent can produce a child who is a struggling reader. Low-income parents have to work in order to pay bills , buy food and clothing making it difficult for them to assist their children with homework. Not only are the parents tired, but their work schedules do not allow for them to devote the needed time to their children. A child may have an educated parent but if the parent is to busy working to assist the child with homework the child will struggle.

2. Margolis, Howard; McCabe, Patrick. (October 2004). Resolving Struggling Learners’ Homework Difficulties: Working With Elementary School Learners and Parents. *Reading Psychology an International Quarterly.* V25 n4 Pp225-260

This article discusses possible reasons for problems with homework and suggests ways that teachers and consultants such as reading specialists and school psychologists can apply “social cognitive theories” to solve problems with homework. I selected this article because I some of the methods and strategies outlined in the article will be pertinent to the action aspect of my study.

3. Ryder, JF, Tummer; W. E.,Greany;K.T.(July 4, 2007). Explicit instruction in phonemic awareness and phonemically based decoding skills as an intervention strategy for struggling readers in whole language classrooms. *Reading and Writing: An Interdisciplinary Journal*. V 21 n4. Pp 349-369

This article discusses whether precise instruction in Phonemic Awareness and phonemically based decoding skill are effective ways of helping children with reading difficulties early. There was an anonymous “experiment” where in some of the students receive the reading help they needed from teachers or para -professionals trained by reading specialists. I believe this article will because it seems to back up my belief that at risk or students that are struggling particularly with reading could increase their reading ability by having a trained teacher to help them with homework. Having help with homework is not enough. Who a child has to help them with their homework seems to be just as important as having help.

4. Sen, Anindita; Burns, Stephanie; Miller, David C. (September 2009). Teacher Strategies to Help Fourth-Graders Having Difficulty in Reading: An International Perspective. *National Center for Education Statistics.* Pp 1-16

This article presents an international (The USA and forty-four other Jurisdictions) case study that assess the reading achievement of fourth graders. Various practices and strategies are examined and results are presented in table form. The strategies are categorized into two groups: out-of-school support strategies and school support strategies. Although this study focuses on fourth grade, I believe this study will give insight that will aid the action part of my research.